



Coretta Scott King Young Women's Leadership Academy

2024-2025 Lesson Plan for 11th Grade (**American Literature** and **AP Language and Comprehension**)

Good instruction is driven by the students' academic needs. Instruction will not always reflect what is in this lesson plan. Through continual assessments of students' performance, adjustments of instruction will be made on a continual basis.

Teacher Name	Corendis Hardy	Subject/ Grade	11 th American Literature and Composition	Date range:	September 23 – October 4, 2024
	September 23 - 24	September 25 - 26	Sept. 27 – Sept 30.	Oct. 1 - 2	Oct. 3 - 4
Standards Anchor Text (Foundational Document): “The Declaration of Independence” by Thomas Jefferson https://www.youtube.com/watch?v=4uE-tqeOxsQ “Bill of Rights” by James Madison “Speech at the Convention” by Benjamin Franklin Model Editorial Essay: https://news.vcu.edu/article/2022/06/why-do-school-	Practices Domain (Unit 1): K-12.P.EICC.1.f Develop independence and autonomy as a reader and writer. Reading Standards ELAGSE11-12RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. Writing Standards	Reading Standards ELAGSE11-12RI2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text Writing Standards ELAGSE11-12W1: Write arguments to support claims in an analysis of substantive topics or	Reading Standards ELAGSE11-12RI3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. Writing Standards ELAGSE11-12W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and	Reading Standards ELAGSE11-12RI5: Reading Standards Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. Writing Standards ELAGSE11-12W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid	Reading Standards ELAGSE11-12RI8: Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses.)

shootings-keep-happening-in-the-united-states “A New Nation” (pages 12 – 14) (Independent Reading/Homework) Quick Reads	ELAGSE11-12W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	texts, using valid reasoning and relevant and sufficient evidence.	relevant and sufficient evidence.	reasoning and relevant and sufficient evidence.	Writing Standards ELAGSE11-12W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
Learning Target Writing Prompt Write an editorial in which you argue about Colt Gray’s parents being charged for his crime.	Reading I can analyze and cite strong and thorough textual evidence to support analysis of selected texts in Unit 1. Writing I can write an introductory paragraph with an engaging opening and claim (argument) relating to the abolitionist cause in the form of a literary review, letter, or advertisement	Reading I can analyze and cite strong and thorough textual evidence to support analysis of selected texts in Unit 1. Writing I can write strong body paragraphs to support my claim relating to the abolitionist cause with reasoning.	Reading I can analyze and cite strong and thorough textual evidence to support analysis of selected texts in Unit 1 Writing I can integrate evidence in my argumentative letter, literary review, or advertisement to support my claim	Reading I can analyze and cite strong and thorough textual evidence to support analysis of selected texts in Unit 1 Writing I can address and refute the counterclaim relating to the abolitionist cause.	Reading I can analyze and cite strong and thorough textual evidence to support analysis of selected texts in Unit 1 . Writing I can write a memorable conclusion to my argumentative literary piece.

Differentiated Instruction	*Graphic organizers *Collaborative Small Groups *Multi-modal resources *Choice Board of assignments *Writing strategies (CHORES, SOAPSTone, MEAL, ...)	*Graphic organizers *Collaborative Small Groups *Multi-modal resources *Choice Board of assignments *Writing strategies (CHORES, SOAPSTone, MEAL, ...)	*Graphic organizers *Collaborative Small Groups *Multi-modal resources *Choice Board of assignments *Writing strategies (CHORES, SOAPSTone, MEAL, ...)	*Graphic organizers *Collaborative Small Groups *Multi-modal resources *Choice Board of assignments *Writing strategies (CHORES, SOAPSTone, MEAL, ...)	*Graphic organizers *Collaborative Small Groups *Multi-modal resources *Choice Board of assignments *Writing strategies (CHORES, SOAPSTone, MEAL, ...)
Lesson Structure					
Opening (more ideas) • Bell Ringer/ Engage/ Warm-Up	Hispanic Heritage Month Trivia Remind students of Unit 1 Exam Quick review of rhetorical appeals	Hispanic Heritage Month Trivia Remind students of Unit 1 Exam Quick review of propaganda (pp 52 – 57)	Hispanic Heritage Month Trivia Remind students of Unit 1 Exam Quick review of paradox	Hispanic Heritage Month Trivia Unit Exam Quick review of syntax	Hispanic Heritage Month Trivia Unit Exam Quick review of diction
Work Session • Gradual Release w/ I Do & We Do Instructional Strategies	Remind students about Unit 1 Exam Independent Study for Exam Terms; affixes, graphic organizers Work on editorials	Remind students about Unit 1 Exam Independent Study for Exam Terms; affixes, graphic organizers Work on editorials	Remind students about Unit 1 Exam Independent Study for Exam Terms; affixes, graphic organizers Work on editorials	Unit 1 Exam	Unit 1 Exam
Closing	Explain the three appeals: logos, ethos, and pathos.	3-2-1 3 -things you can use as evidence 2- transitional words and phrases 1 – quote you can	Write an academic reflection of what you have learned thus far.	Q/A What should be in the body paragraphs of the Essay?	Exit Ticket In your own words, explain the term, synthesis .

		use that relates to the topic			
Independent Practice /HW	<p>Read (or listen to) The Bill of Rights. Take Kahoot on Bill of Rights.</p> <p>AP Independent Study -Analyze “Speech in the Convention” by Benjamin Franklin (pp 42 – 44) Write a rhetorical analysis essay. -Practice Test in prep book. -Videos active voice and passive voice</p>	<p>1.Read “Speech at the Convention by Benjamin Franklin” (pp 43-44) 2. Take Quizzizz on “Speech at the Convention”.</p> <p>AP -Independent Study Analyze “America’s Constitution: A Biography” by Akhil Reed Akhil Reed Amar (pp 78 – 79) -Videos propaganda -Practice Test in Test Booklet</p>	<p>1.Complete student-created Kahoot from presentations 2. Read the “Bill of Rights” and complete comprehension check (pp 31-33)</p> <p>AP -Independent Study Analyze The Interesting Narrative of the Life of Olaudah Equiano (pp 93-96) -Videos AP Classroom -Practice Test in Test Booklet</p>	<p>Read “The Interesting Narrative of the Life of Olaudah Equiano (pp 93-96) Kahoot</p> <p>-Independent Study Analyze Letter to John Adams (pp 104-106) -Videos AP Classroom -Practice Test in Test Booklet</p>	<p>AP -Independent Study Analyze Gettysburg Address by Abraham Lincoln (p. 120) -Videos AP Classroom -Practice Test in Test Booklet</p>